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ABSTRACT

This comprehensive statewide plan was developed to revitalize the Maryland educational system on the school, school system, and state levels by 1992. The plan incorporates the following elements: (1) a set of data-based areas that are considered most useful to inform and guide the school's instructional results for each student; (2) a computerized management informational system that collects ongoing results in each data-based area about each student's achievement; (3) greater achievement by each student, emphasizing the thoughtful application of information, processes, and skills; (4) a set of state and local standards so that staffs can analyze the results and make decisions about the school's instructional performance for each student; (5) annual performance reports that identify progress on the data-based areas for the school, the school system, and the state; (6) an operational decision-making process that uses the performance report information and restructures the school's or school system's operations, as needed, to ensure that each student progresses toward the standard of excellence; (7) state and local school systems that provide support to assist staffs to strengthen the school's performance; (8) parents who are involved in assisting students to plan, determine, and monitor appropriate program choices and course selections, and in establishing expected outcomes to be achieved by them; (9) a community that supports the school in its efforts to increase each student's achievement; and (10) an accreditation standard that is earned based upon the school's performance. Three figures illustrate an overview of the program, a schedule of activities, and the personnel and organizational structure. The appendixes include lists of program advisors; consultants; local school system leaders; and a glossary. (FMW)

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William Donald Schaefer
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THE COMPREHENSIVE PLAN

FOR THE

MARYLAND SCHOOL PERFORMANCE PROGRAM

Maryland State Department of Education
Maryland School Performance Program Office
200 West Baltimore Street
Baltimore, Maryland 21201-2595

February 1990

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FOREWORD

In August 1989--after a two-year intensive study--the Governor's Commission presented its report on School Performance for the State of Maryland. Just weeks later, the President of the United States held a historic education summit in Charlottesville, Virginia, with all of the nation's governors. The purpose of the presidential summit--like the Governor's Commission--was to establish clear performance goals for education.

The Maryland State Board of Education in December 1989 passed a resolution to establish by 1992 the Maryland School Performance Program, making Maryland one of the first states to develop an action plan for re-vitalizing its educational system to keep pace with the demands for our country.

The following plan is a working document for implementation of the School Performance Program. However, this plan does not stand alone. It will be with cooperative support from teachers, principals, administrators, students, parents, and the citizens of Maryland that we will continue to reach educational excellence in our State.

When the Maryland School Performance Program is operational it will incorporate ten elements:

1. A **set of data-based areas** that are considered most useful to inform and guide the school's instructional results for each student

2. A computerized **management informational system** that collects ongoing results in each data-based area about each student's achievement

3. **Greater achievement** by each student, emphasizing the thoughtful application of information, processes, and skills

4. A set of **State and local standards** so staffs can analyze the results and make decisions about the school's instructional performance for each student

5. Annual **performance reports** that identify for each school, school system, and the State progress on the data-based areas

6. An **operational decision-making process** that uses the performance report information and restructures the school's or school system's operations, as needed, to ensure that each student progresses toward the standard of excellence

7. **State and local school systems that provide support** to assist staffs to strengthen the school's performance

8. **Parents who are involved** in assisting students to plan, determine, and monitor appropriate program choices and course selections, and in establishing expected outcomes to be achieved by them

9. A **community that supports the school** in its efforts to increase each student's achievement

10. An **accreditation standard** that is earned based upon the school's performance.

Through the Maryland School Performance Program we want each student to graduate from Maryland's public schools with increased information, processes, and skills so that the student is able to:

- Participate in a world economy and job market that is more competitive than ever before.

- Function as a responsible citizen in a democratic society.

- Achieve a personally satisfying and fulfilling life.

I ask that you structure ways to share this operational goal and the contents of this Plan with persons in the schools, the school system, and the community, for it is only as they become aware of the Plan's scope that they, too, can serve as effective advocates of the State's student outcome-based program.

The task of reaching the goals of the Maryland School Performance Program by 1992 is everyone's task. It will be everyone's victory as we improve education for Maryland's children and youth. We look forward to your support.

Joseph L. Shilling
State Superintendent of Schools

PREFACE

Exercising its responsibility to set educational policy for the State, the Maryland State Board of Education passed Resolution No. 1989-53 authorizing the development and implementation of the Maryland School Performance Program. This action set the major priority and direction for education in Maryland for the next several years. It is guided by three basic principles:

- All children can learn.
- All children have the right to attend schools in which they can learn and progress.
- All children shall have a real opportunity to learn equally rigorous content.

The Maryland School Performance Office will lead the way toward school reform by coordinating the bureaus, divisions, and offices of the Maryland State Department of Education, the local school systems, and the citizens of Maryland in the activities of this Plan.

COMPONENTS AND CONTENT

ORGANIZATION OF PLAN

The Comprehensive Plan for the Maryland School Performance Program is presented in ten components describing the planning, development, and implementation processes. They are outlined in the Overview (Figure 1, page 7-10).

DEVELOPMENT OF THE PLAN

The Maryland School Performance Program Office analyzed *The Report of the Governor's Commission on School Performance*, State Board of Education Resolution No. 1989-53, and *The Maryland School Performance Program* paper for fundamental concepts and determined the identified and assessed needs relevant to these concepts. The goal is to plan and implement a school performance program at the school, school system, and State levels. From this goal, Program objectives and Product objectives were developed. The two Program objectives focus on activities for carrying out the Plan. The seven Product objectives focus on outcomes of the Plan.

A product-oriented management design was developed to accomplish the objectives. Staff members were assigned specific activity responsibilities. A draft was prepared and support for the Plan was developed through the advisory, consultant, and local leader groups. The Plan was revised based on this advisory input and the final Plan was published and disseminated.

DOCUMENTATION

1.0 Mission

1.1 Leadership

State--The Maryland School Performance Program Office provides operational leadership for implementing the initial statewide Maryland School Performance Program by 1992. The mission will be completed when *The Comprehensive Plan for the Maryland School Performance Program* is developed and implemented.

2.0 Needs

2.1 Identified Needs

2.1.1 National Studies. During the last decade, the educational reform movement has gathered momentum, stimulated by national studies and reports, such as *A Nation at Risk: The Imperative for Educational Reform* (1983); *A Nation Prepared* (1986) produced by the Carnegie Forum on Teaching as a Profession; *Steady Work: Policy, Practice and Reform of Education* (1986) prepared by the Rand Corporation; and the "report cards" from the National Assessment of Educational Progress (1984-1989). These reports identify a number of factors that point to a need for serious reform efforts:

- National assessment trends show moderate improvements in "basic skills" yet disappointing performance on more sophisticated tasks, such as interpretative reading, persuasive writing, and multi-step problem solving.

- International comparisons consistently rank United States students below students from other industrialized countries in science and mathematics performance.

- University reports reveal that large numbers of students beginning college are inadequately prepared for the complex thinking required in higher education.

- Employability studies document the need for a future workforce able to think critically, engage in collaborative problem solving, and learn independently in an "information age" economy.

- Increasing global economic competition threatens to erode the standard of living for future generations of Americans.

- Demographic studies show a growing number of disadvantaged and minority students among the United States school-age population being inadequately served by current educational practices.

2.1.2 *The Report of the Governor's Commission on School Performance.* In August 1989, after a two-year study, the Commission reported eight recommendations for the issues facing Maryland's public education. The report set the direction for a comprehensive system of public accountability; a school, school system, and State performance data base for school staff decision making about students' success; school improvement programs; and school accreditation for high quality education.

2.1.3 **Resolution No. 1989-53 of the Maryland State Board of Education.** In December 1989 the Maryland State Board of Education adopted the goals of *The Report of the Governor's Commission on School Performance* as the basic statement on which to create the Maryland School Performance Program.

2.2 Assessed Needs

2.2.1 **Maryland Accountability Program Reports (1975-89).** Maryland's Accountability Program uses subtests of the *California Achievement Test* to collect achievement test data in reading, language skills, and mathematics. The data compare Maryland students' performance to nationally-established norms.

2.2.2 **Maryland Competency-Based Graduation Prerequisite Tests (1978-89).** As part of the accountability program, students pass functional tests in reading, writing, mathematics, and citizenship. The data indicate the percentage of students scoring at or above the expected competency level for the State.

2.2.3 **Strategic Plan for Maryland Public Education (1992-1997).** The Strategic Plan identifies the philosophy, mission, goals, and objectives to guide the future direction of public education in Maryland. The

issues are consensus validated by a large group representing students, parents, teachers, representatives of local school systems, Maryland State Department of Education staff, and the State Board of Education.

3.0 Goal

By 1992, the Maryland State Department of Education, through the Maryland School Performance Office, will plan and implement a school performance program at the school, school system, and State levels.

4.0 Objectives

The Comprehensive Plan for the Maryland School Performance Program has nine objectives based on identified and assessed needs. Two are concerned with program activities; the remaining seven are concerned with products.

4.1 Program Objectives

4.1.1 **Statewide Comprehensive Plan.** By March 1990, *The Comprehensive Plan for the Maryland School Performance Program* will be disseminated to the local school systems (7.1 *The Comprehensive Plan for the Maryland School Performance Program*).

This Plan will describe the development and implementation procedures for the Maryland School Performance Program.

4.1.2 **Statewide Implementation Process.** By July 1992, the statewide implementation procedures will be established.

This initiative will be phased in:

- 1990--State and School System Implementation Procedures;
- 1991--State, School System, and School Implementation Procedures; and
- 1992--Full Implementation Procedures.

(7.2 *Guide and Procedures for Maryland School Performance Program Implementation*; 7.3 *Guide and Procedures for Maryland School Performance Data Management System*; 7.12.4 "Parent/Community Involvement in the Maryland School Performance Program").

The 1991 implementation process will include the results of a Rules/Regulation Committee that will develop procedures for eliminating unnecessary State rules/regulations or receiving exemptions needed for program improvement (7.12.3 "Procedures for State Regulations Waivers").

4.2 Product Objectives

4.2.1 **Guide for Local School Systems Implementation Plan.** By February 1990, a *Guide for Implementing the Local School System's Maryland School Performance Program Plan* will be disseminated to local leaders.

This objective will be accomplished when each local school system has received the guide and has addressed each implementation procedure (7.4 *Guide for Implementing the Local School System's Maryland School Performance Program Plan*).

4.2.2 **School Data-Based Areas.** By April 1990, school data-based areas will be identified for the "vital core" and "supportive" areas (7.5 *Maryland School Performance Program School Data-Based Areas*).

This objective establishes the State areas for collecting data and judging school performance. This objective will be accomplished when the State Board of Education approves the identified areas.

4.2.3 **Standards for School Data-Based Areas.** By May 1990, 1991, and 1992, State standards for each school data-based area will be determined and full implementation will be phased in.

This objective will be accomplished when the State Board of Education approves the standards for each year (7.6 *Maryland School Performance Program Standards for the School Data-Based Areas*). This objective will result in consistent and systematic statewide standards for two levels: satisfactory and excellent.

4.2.4 **Student Achievement Outcomes Sampled on State Tests.** By May 1990, student achievement outcomes to be sampled on the State criterion-referenced tests will be approved.

This objective will be accomplished when the State Board of Education approves the achievement outcomes (7.7 *Student Achievement Outcomes Sampled on the State School Performance Tests: Grades 3, 5, 8, 11;* 7.8 *State School Performance Objectives and Sample Tasks: Grades 3, 5, 8, 11*). The objective will result in the assessment of reading, mathematics, writing/language usage, science, and social studies at grades 3, 5, 8, and 11. The assessment of student achievement outcomes will incorporate the thoughtful application of information, processes, and skills.

4.2.5 **Guide for School System Level "Schools of the Future."** By October 1991, a school system level "Schools of the Future" process will be implemented.

This objective will be accomplished in two phases: Phase I--1991 School Recognition Program and Phase II--1992 future Maryland model schools (7.9 *Guidelines for the Maryland School Performance Program "Schools of the Future"*). Phase I will highlight schools already providing quality education. Phase II will award grants to schools needing to make major changes in educational delivery.

4.2.6 **Reports.** By July 1992, the content and format for the school, school system, and State reports will be completed.

This objective will be phased in:

- 1990--State and School System Report
- 1991--State, School System, and School Report (Baseline); and

· 1992--Full Implementation
(7.10 *Guide for Maryland School Performance Program Reports*).

This objective will result in consistent and systematic statewide performance outcome reports.

4.2.7 **Accreditation Process.** By December 1992, guidelines and plans for an accreditation process will be completed.

This objective will be accomplished when the process is operational statewide (7.11 *Guide for Maryland School Performance Program Accreditation Process*). This objective will result in assurance of appropriate progress for each studen' in a high quality educational program.

5.0 Activities

Figure 2 - The Schedule of Activities illustrates major activities that support each objective in the Plan. This three-year Schedule of Activities is organized chronologically according to product outcomes.

The following major activities are essential to achieve the nine objectives of the Plan described in 4.0 Objectives.

5.1 Program Activities

5.1.1 State Comprehensive Plan. Activities for this objective will result in a direction for operation of the Maryland School Performance Program and Office (7.1 *The Comprehensive Plan for the Maryland School Performance Program*). The major activities (5.1) include: orientation of the office to the goals and objectives of the Plan; consensus gathering from Maryland State Department of Education staff, advisory and consultant groups, and Research for Better Schools; revision of the Plan; approval of the Plan by the State Superintendent of Schools; and dissemination of the published Comprehensive Plan.

5.1.2 Statewide Implementation Process. Activities for this objective will result in the State and local school systems implementing the Maryland School Performance Program. The major activities include: design of a process for statewide implementation; dissemination and interpretation of the process; completion of State products; training of State and local staff; studying of rules/regulations exemptions; and planning locally for implementation, monitoring, and evaluation (7.2 *Guide and Procedures for Maryland School Performance Program Implementation*; 7.3 *Guide and Procedures for Maryland School Performance Data Management System*; 7.14 *Final Report of the Maryland School Performance Program*; and, 7.15 Complete Product Collection).

5.2 Product Activities

5.2.1 Guide for Local School System's Comprehensive Plan. Activities for this objective will result in a guide for each local leader to use in planning implementation of the Maryland School Performance Program in the local school system (7.4 *Guide for Implementing the Local School System's*

FIGURE 2 - SCHEDULE OF ACTIVITIES

		1990			1991			1992		
		January	July	December	January	July	December	January	July	December
4.1.1	Statewide Comprehensive Plan	March								
4.1.2	Statewide Implementation Process			November			November (Baseline)			November (Full)
4.2.1	Guide for Local School Systems Implementation Plan	February								
4.2.2	School Data-Based Areas	April								
4.2.3	Standards for School Data-Based Areas		May			May			May	
4.2.4	Student Achievement Outcomes Sampled on State Tests		May							
4.2.5	Guide for School System Level "Schools of the Future"					October				
4.2.6	Reports		July			July			July	
4.2.7	Accreditation Process									December
		1990			1991			1992		

FIGURE 1

OVERVIEW
COMPREHENSIVE PLAN FOR THE MARYLAND SCHOOL PERFORMANCE PROGRAM

1.0 Mission

1.1 *State Leadership*

- Comprehensive system of public education accountability and school performance
- Implementation in each school, school system, and State

2.0 Needs

2.1 *Identified*

2.1.1 National studies

2.1.2 Governor's Commission on School Performance Report, August 1989

2.1.3 State Board Resolution, December 1989

2.2 *Assessed*

2.2.1 Maryland Accountability Report (1975–1989)

2.2.2 Competency-Based Graduation Requirements Test (1978–1989)

2.2.3 State Board's Strategic Five-Year Plan

3.0 Goal

To plan and implement a school performance program at the school, school system, and State levels

4.0 Objectives

4.1 *Program*

4.1.1 Statewide Comprehensive Plan

- Mission
- Needs
- Goals
- Objectives
- Activities
- Strategies
- Publications
- Communications
- Personnel
- Evaluation

4.1.2 Statewide Implementation Process

- Products
- Processes and Procedures
  - 1990 State and School System Reports
  - 1991 State, School System, and School Data-Based Reports (Baseline Year)
    —Rules/Regulations Study
  - 1992 Maryland School Performance Program (Full Implementation)
    —School
    —School System
    —State
  - Data Management
- Staff Development/Teacher Education
- Parent/Community Involvement
- School Improvement Unit

4.2 *Products*

4.2.1 Guide for Local School Systems' Implementation Plan

- State Products
- Local Implementation Process
  - Local Products
  - Processes and Procedures

4.2.2 School Data-Based Areas

- "Vital Core" Areas
- Supportive Areas

4.2.3 Standards for School Data-Based Areas

4.2.4 Student Achievement Outcomes Sampled on State Tests

- Grades—3, 5, 8, and 11
- Areas—Reading, Writing/Language Usage, Mathematics, Social Studies, Science
- Test Objectives and Sample Tasks

4.2.5 Guide for School System "Schools of the Future"

- Recognition
- New Models

4.2.6 Reports

- Content and Format
  - 1990 State and School System
  - 1991 State, School System, and School (Baseline)
  - 1992 Maryland School Performance Program (Full)

FIGURE 1

OVERVIEW
COMPREHENSIVE PLAN FOR THE MARYLAND SCHOOL PERFORMANCE PROGRAM
Continued

4.2.7 Accreditation Process
- School
- School System

5.0 Activities

5.1 *Program Activities*

5.1.1 Statewide Comprehensive Plan

5.1.1.1 Design

5.1.1.2 Consensus
- MSDE Team
- Local Leaders
- Advisory Groups

5.1.1.3 Design Revision

5.1.1.4 Publication

5.1.2 Statewide Implementation Process

5.1.2.1 Product Completion

5.1.2.2 Design Process and Procedures
- 1990 State/School System
- 1991 State/School System/ School (Baseline)
- 1992 Maryland School Performance Implementation (Full)
- Rules/Regulation Study

5.1.2.3 Design Data Management System

5.1.2.4 Define and Conduct
- Staff Development
- Teacher Education

5.1.2.5 Design
- Parent/Community Involvement

5.1.2.6 Develop School Improvement Unit

5.2 *Product Activities*

5.2.1 Guide for Local School System's Comprehensive Plan

5.2.1.1 Design

5.2.1.2 Consensus Gathering
- Local Leaders
- MSDE Team

5.2.1.3 Design Revision

5.2.1.4 Publication

5.2.2 School Data-Based Areas

5.2.2.1 Define/Justify Areas

5.2.2.2 Consensus Gathering

5.2.2.3 Revision

5.2.2.4 Adoption
- State Board of Education

5.2.2.5 Define Data Collection Procedures

5.2.3 Standards for School Data-Based Area

5.2.3.1 Define
- Satisfactory
- Excellent

5.2.3.2 Consensus Gathering
- Locals
- Support Groups
- Special State Committees

5.2.3.3 Validate on School Data-Based Areas

5.2.3.4 Revision

5.2.3.5 Adoption
- State Board of Education

5.2.4 Student Achievement Outcomes Sampled on State Tests

5.2.4.1 Gather from Local School Systems

5.2.4.2 Local Expert Judgments

5.2.4.3 Adoption (Tentative)
- State Board of Education

5.2.4.4 Subcommittee for Assessment Development—Objectives and Tasks

5.2.4.5 Adoption
- State Board of Education

5.2.4.6 Develop Criterion-Referenced Tests and Other Assessments

5.2.4.7 Administer to Students

5.2.5 Guide for School System "Schools of the Future"

FIGURE 1

OVERVIEW
COMPREHENSIVE PLAN FOR THE MARYLAND SCHOOL PERFORMANCE PROGRAM
Continued

5.2.5.1 Recognition

- Design
- Network
- Disseminate

5.2.5.2 New Models

- Define
- Consensus Gathering
  - Local
  - Advisory Groups
- Develop Standards
- Grants

5.2.6 Reports/Marketing

5.2.6.1 Content and Format

- Design
- Consensus Gathering
  - Local Leaders
  - MSDE Team
  - Support Groups
- Pilot
- Revision
- Adoption
  - State Board of Education

5.2.6.2 Procedures

- Develop
- Consensus Gathering
  - Locals
- Adoption
  - State Board of Education

5.2.7 Accreditation

5.2.7.1 Define

5.2.7.2 Develop Procedures

- Decisions
- Implications
- Actions

5.2.7.3 Consensus Gathering

- Local
- Support Groups
- Other States' Operations

5.2.7.4 Pilot

5.2.7.5 Revision

5.2.7.6 Adoption

- State Board of Education

6.0 Major Strategies

6.1 *MSDE Priority*

- Strategic Plan
- Resolution

6.2 *Organizational Structure*

- State
- Local

6.3 *Personnel Structure*

- State
- Local

6.4 *Advisory Involvement*

- Superintendents
- Consultants
- Local Leaders
- Support Groups
- Research for Better Schools

6.5 *Consensus Gathering*

- Local Boards of Education
- Local Leaders/Teams
- State Teams
- Support Groups
- National Experts
- Other State Implementors

6.6 *Confirmation of the Comprehensive Plan*

6.7 *Support to Local School Systems*

- State Products
- Staff Development
- Technical Assistance
- Validated Assessments
- Guidelines and Procedures

6.8 *Networking*

- National
- State
- Conferences/Workshops

6.9 *Dissemination*

7.0 Major Publications

7.1 *The Comprehensive Plan for the Maryland School Performance Program*

7.2 *Guide and Procedures for Maryland School Performance Program Implementation*

- 1990 State/School System Implementation
- 1991 State/School System/ School Implementation
- 1992 Maryland School Performance Program Implementation

7.3 *Guide and Procedures for Maryland School Performance Data Management System*

FIGURE 1

OVERVIEW
COMPREHENSIVE PLAN FOR THE MARYLAND SCHOOL PERFORMANCE PROGRAM
Continued

7.4 *Guide for Implementing the Local School System's Maryland School Performance Program Plan*

7.5 *Maryland School Performance Program School Data-Based Areas*

7.6 *Maryland School Performance Program Standards for the School Data-Based Areas*

7.7 *Student Achievement Outcomes Sampled on the State School Performance Tests: Grades 3, 5, 8, 11*

7.8 *State School Performance Test Objectives and Sample Tasks: Grades 3, 5, 8, 11*

7.9 *Guidelines for the Maryland School Performance Program "Schools of the Future"*

7.10 *Guide for Maryland School Performance Program Reports*

7.11 *Guide for Maryland School Performance Program Accreditation Process*

7.12 *Topical Papers*

7.12.1 Maryland School Clients' Needs

7.12.2 Total Quality Management for Maryland School Performance Program

7.12.3 Procedures for State Regulations Waivers

7.12.4 Parent/Community Involvement in the Maryland School Performance Program

7.12.5 Validation of Instructional Strategies and Techniques

7.12.6 Special Needs of NEP/LEP, Handicapped and Chapter 1 Students

7.13 *Manual for Dissemination and Marketing Procedures*

7.14 *Program Reports*

- Summary—1991
- Final—1992

7.15 *Complete Product Collection*

8.0 Communications

8.1 *Dissemination*

8.2 *Organizational Development*

8.3 *Information Processing*

9.0 Personnel

9.1 *State*

- State Board of Education
- State Superintendent of Schools
- Deputy State Superintendent of Schools
- Assistant Deputy State Superintendent of Schools
- Maryland School Performance Program Team
- State Teams (Internal/External)
- Advisory (External)
  - Local Superintendents of Schools
- Consultants (External)
  - Invited Local Board Members, Superintendents, Assistant Superintendents, Principals, and Teachers

9.2 *Support*

- Educational Organizations
- Governmental Agencies
- Professional Organizations
- Community Groups
- Parent Groups

9.3 *Local School Systems*

- Boards of Education
- Superintendents
- Local Leaders
- Local Teams

10.0 Evaluation

10.1 *Program Objectives*

10.2 *Product Objectives*

10.3 *Program Reports*

- Summary
- Final

Maryland School Performance Program Plan). The major activities include: generation of details, consensus gathering, printing, and dissemination.

5.2.2 School Data-Based Areas. Activities for this objective will result in a State list of areas for collecting data to evaluate school performance at the school, school system, and State levels (7.5 *Maryland School Performance Program School Data-Based Areas*). The major activities include: review of the Commission's recommendations and justifications, review of other states' work and research, consensus gathering, and State Board of Education adoption.

5.2.3 Standards for School Data-Based Areas. Activities for this objective will result in consistent and systematic statewide standards at two levels, satisfactory and excellent, for each school data-based area (7.6 *Maryland School Performance Program Standards for the School Data-Based Areas*). The major activities include: definition of satisfactory and excellent; consensus gathering using educators' groups and selected citizens' committees; validation of pilot school data; and State Board of Education adoption.

5.2.4 Student Achievement Outcomes. Activities for this objective will result in an assessment of reading, mathematics, writing/language usage, science, and social studies at grades 3, 5, 8, 11. The assessment of student outcomes will incorporate the thoughtful application of information, processes, and skills (7.7 *Student Achievement Outcomes Sampled on the State School Performance Tests: Grades 3, 5, 8, 11*, 7.8 *State School Performance Test Objectives and Sample Tasks: Grades 3, 5, 8, 11*). The major activities include: review of system, State, and national curriculum outcomes for the 1990s; selection of outcomes using curriculum experts; development of criterion-referenced and performance tests; consensus gathering; piloting; review; and documentation of reliability and validity.

5.2.5 School System "Schools of the Future" Process. Activities for this objective will result in highlighting schools with quality education performance and awarding grants to other school staffs to make major changes in educational delivery (7.9 *Guidelines for the Maryland School Performance Program "Schools of the Future"*). The major activities include: establishment of a committee to develop criteria, seeking of grant funds, dissemination and evaluation of proposals, awarding of grants, and evaluation of results.

5.2.6 Content and Format Reports. Activities for this objective will result in consistent and systematic performance outcome reports at the school, school system, and State levels (7.10 *Guide for Maryland School Performance Program Reports*, 1990--State and School System Implementation, 1991--State, School System, and School Implementation (Baseline) and 1992--Full Implementation). The major activities include: design, consensus gathering, revision, and State Board of Education adoption.

5.2.7 Accreditation Process. Activities for this objective will result in assurance of a high quality education offered in each school, school system, and the State (7.11 *Guide for Maryland School Performance Program Accreditation Process*). The major activities include: definition; design; consensus gathering with local school system staffs, support groups, and other State operations; piloting; revision; and State Board of Education adoption.

6.0 Strategies

The strategies for completing the objectives of this Plan are listed in the Overview (Figure 1). The nine strategies include:

- Establishing the Maryland School Performance Program as a key priority of the Maryland State Department of Education by State Board of Education resolution, the Strategic Plan, and Superintendent directive;
- Developing a Maryland State Department of Education and statewide organizational structure to implement the Maryland School Performance Program;
- Selecting support personnel from the Maryland State Department of Education and local school systems to assure program development and implementation;
- Gaining support through advisory, consultant, and support group involvement;
- Gathering consensus from local and State educators, students, parents, other citizens, and national experts;
- Seeking confirmation approval for the goal, objectives, and activities in the Plan;
- Providing support services essential for implementation in the local school systems through staff development, technical assistance, publications, State products, and models for system and school use;
- Networking with local school systems' personnel through conferences, workshops, publications, and marketing strategies;
- Disseminating information about the Maryland School Performance Program to the public.

7.0 Publications

The publications needed to implement the Plan are listed in the Overview (Figure 1). Fifteen publications included are:

7.1 *The Comprehensive Plan for the Maryland School Performance Program*

7.2 *Guide and Procedures for Maryland School Performance Program Implementation* (1990 State/School System Implementation; 1991 State/School System/School Implementation; 1992 Maryland School Performance Program Implementation)

7.3 *Guide and Procedures for Maryland School Performance Data Management System*

7.4 *Guide for Implementing the Local School System's Maryland School Performance Program Plan*

7.5 *Maryland School Performance Program School Data-Based Areas*

7.6 *Maryland School Performance Program Standards for the School Data-Based Areas*

7.7 *Student Achievement Outcomes Sampled on the State School Performance Tests: Grades 3, 5, 8, 11*

7.8 *State School Performance Test Objectives and Sample Tasks: Grades 3, 5, 8, 11*

7.9 *Guidelines for the Maryland School Performance Program "Schools of the Future"*

7.10 *Guide for Maryland School Performance Program Reports*

7.11 *Guide for Maryland School Performance Program Accreditation Process*

7.12 Topical Papers: "Maryland School Clients' Needs," "Total Quality Management for Maryland School Performance Program," "Procedures for State Regulations Waivers," "Parent/Community Involvement in the Maryland School Performance Program," "Validation of Instructional Strategies and Techniques," and "Special Needs of NEP/LEP Handicapped and Chapter 1 Students"

7.13 *Manual for Dissemination and Marketing Procedures*

7.14 Program Reports--Summary and Final

7.15 Complete Product Collection

8.0 Communications

The communications design assures dissemination and information processing. The design identifies a communication network established by the Personnel and Organizational Structure (Figure 3). The network includes groups who contribute to or benefit from the products of the Plan. The Maryland School Performance Program Office serves as a clearinghouse by gathering, indexing, and disseminating materials related to the Plan. The Public Information, Partnerships, and Marketing Office assists with the mass marketing of the goals for the Maryland School Performance Program (7.13 *Manual for Dissemination and Marketing Procedures*).

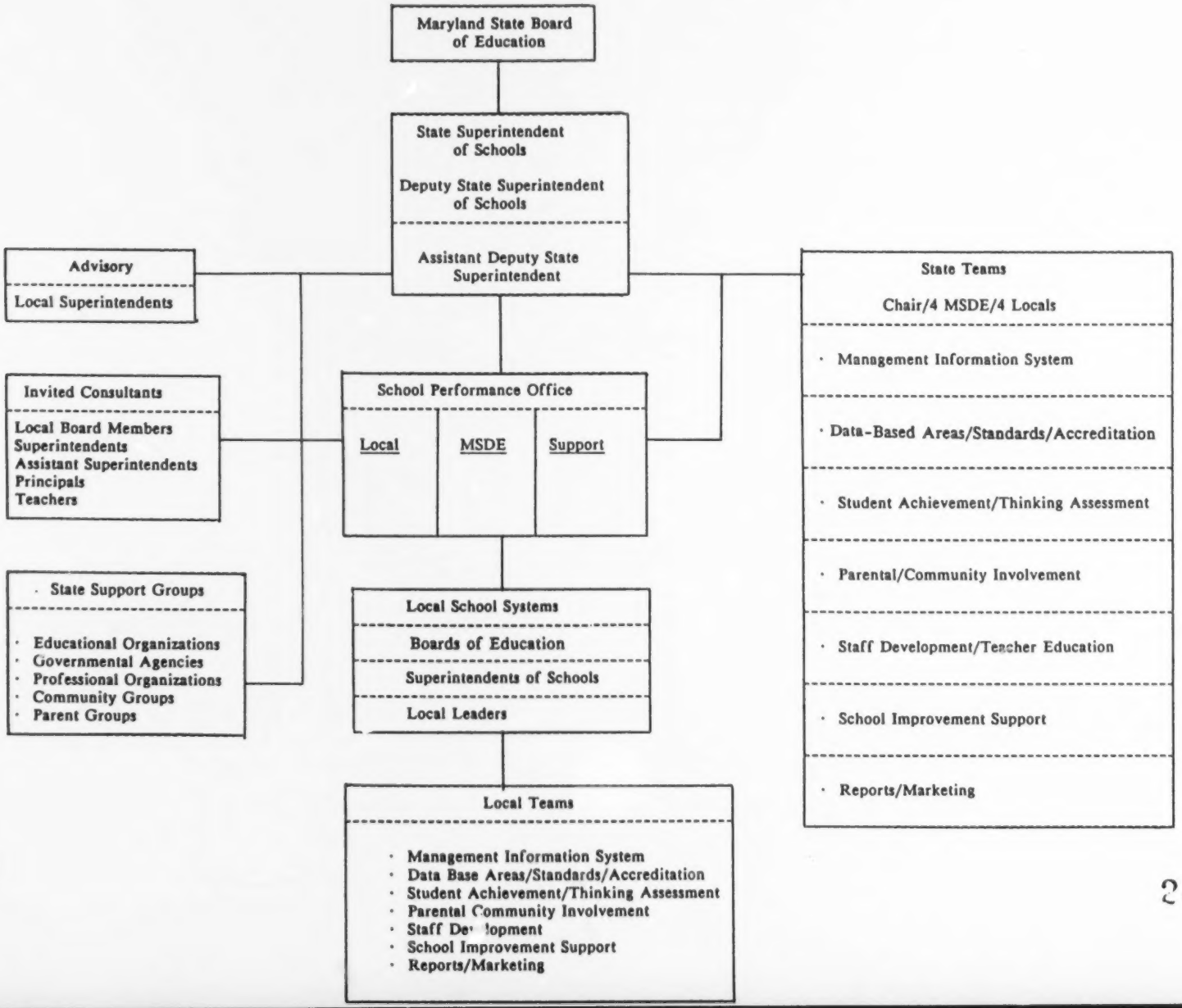
9.0 Personnel

The Assistant Deputy State Superintendent was appointed by the State Superintendent of Schools to direct the Maryland School Performance Program Office (Appendix D). Staff was selected with backgrounds in elementary, middle, and high school program planning and development. The office staff consists of local school system members on-loan to the Department and Department personnel. The Executive Director of the Governor's Commission on School Performance serves as a consultant.

The Personnel and Organizational Structure (Figure 3) outlines the involvement of advisory, consultant, and support groups to the program. There are two key

FIGURE 3

PERSONNEL AND ORGANIZATIONAL STRUCTURE



advisory groups: the local superintendents of schools (see Appendix A) and the consultants (see Appendix B). The program staff also identified support groups such as: educational, governmental, professional, community and parental groups and organizations to assist in the implementation of the Plan.

The Maryland State Department of Education organized its internal bureaus, divisions, and offices in keeping with the Maryland School Performance Program priority. A cross Department organization is used so that staff members may work directly with the School Performance Program Office. Assistant State Superintendents serve as chairs of the State teams. Four Department staff members, as well as four to six local school system representatives, serve on the State teams.

Each local superintendent appointed a local leader for the Maryland School Performance Program (see Appendix C). These 24 local leaders will be the liaison between the Department and the local school system and will serve as an advisory and resource person to the program. The local school systems have established teams identical to the State teams. The local teams are coordinated by the local leader. The State and local teams interact as needed. The local leader and teams, under the direction of the local superintendent of schools, are responsible for the local planning and implementation required by the Maryland School Performance Program (7.4 *Guide for Implementing the Local School System's Maryland School Performance Program Plan*).

10.0 Evaluation

The evaluation design of this Plan consists of an independent evaluation of each of the major products. The independent evaluation describes the process for major completed products. This form of evaluation assures that both products and processes are assessed.

10.1/7.1 *The Comprehensive Plan for the Maryland School Performance Program.* The Plan includes a narrative, overview, and appendices. The Plan addresses the following major components:

1.0 Mission
2.0 Needs
3.0 Goal
4.0 Objectives
5.0 Activities
6.0 Strategies
7.0 Publications
8.0 Communications
9.0 Personnel
10.0 Evaluation

The Plan will be distributed to the State Board of Education, the Maryland State Department of Education Leadership Team, presidents of Local Boards of Education, Local Superintendents of Schools, and local leaders of the Maryland School Performance Program. The Plan will be made available for State and national distribution.

10.1/7.2 *Guide and Procedures for the Maryland School Performance Program Implementation.* The Guide will include the process and procedures that each school, local school system, and the State will use to develop

and implement the Plan. Two supplements, 1990 and 1991, will precede the 1992 Guide. A part of each supplement and final Guide will be published (7.2 *Guide and Procedures for the Maryland School Performance Program Implementation*).

10.2/7.4 *Guide for Implementing the Local School System's Maryland School Performance Program Plan.* This Guide will provide information about the program and serve as a planning guide for local leaders.

The Guide will be distributed to local leaders.

10.2/7.5 *Maryland School Performance Program School Data-Based Areas.* The School Data-Based Areas will be a detailed listing of the areas for collecting data and judging school performance. Such areas include "vital core" and "support" areas for making decisions about the outcomes of a school's instructional program.

The areas will be adopted by the Maryland State Board of Education. The adopted areas will be distributed to the local school system staff, parents, students, and the general public.

10.2/7.6 *Maryland School Performance Program Standards for the School Data-Based Areas.* The Maryland School Performance Program standards will be established for each school data-based area for two levels: satisfactory and excellent. The standards will be determined for the 1990 Supplement, 1991 Supplement, and 1992 Full Implementation.

Each time, the standards will be adopted by the Maryland State Board of Education. The adopted standards will be distributed to local school system staff members and be used to create the yearly report at the State, local school system, or school level.

10.2/7.7 *Student Achievement Outcomes Sampled on the State School Performance Tests: Grades 3, 5, 8, 11.* This product will detail those outcomes at grades 3, 5, 8, and 11 in reading, mathematics, writing/language usage, science, and social studies that will be sampled on the State performance test. A companion product is 7.8 *State School Performance Test Objectives and Sample Tasks: Grades 3, 5, 8, 11.* The subcomponents of this publication include: measurement development, linking outcomes with assessment tasks, validation and reliability studies, and measurement declaration.

The Student Achievement Outcomes will be adopted by the State Board of Education. This publication will be disseminated to the local school system staffs.

10.2/7.10 *Guide for the Maryland School Performance Program Reports.* The Guide will contain the content and format for school, school system, and State reports in order to have a consistent and systematic approach for statewide performance outcomes. It will be approved by the State Board of Education.

10.2/7.11 *Guide for the Maryland School Performance Program Accreditation Process.* The Guide will include the standards and procedures to be used at the school and school system levels. The product will be approved by the State Board of Education.

used at the school and school system levels. The product will be approved by the State Board of Education.

10.3/7.14 **Program Reports.**

1991 Summary--This document will be a synthesis of major products and position papers. The function of the Summary report will be to present an overview of products developed by July 1991. All the products from the Comprehensive Plan timetable that have been started by April 1991 will be covered in the Report. The Maryland School Performance Program team will prepare a brief narrative report on each of these products.

1992 Final--This Report will contain the same components as the 1991 Summary Report. Each product will be described with:

- A historical narrative of activities carried out by the office to develop the product.

- A description of the contents for the product.

The Final Report, thus, includes descriptions of all major products developed by the Maryland School Performance Program to fulfill the State Board of Education mandate to develop and implement school performance programs at the school, school system, and State levels.

APPENDIX A

ADVISORY GROUP FOR THE MARYLAND SCHOOL PERFORMANCE PROGRAM

Dr. Harold J. Winstanley
Superintendent of Schools
Allegany County

Dr. Larry L. Lorton
Superintendent of Schools
Anne Arundel County

Dr. Richard C. Hunter
Superintendent of Schools
Baltimore City

Dr. Robert Y. Dubel
Superintendent of Schools
Baltimore County

Dr. Eugene M. Karol
Superintendent of Schools
Calvert County

Mr. William R. Ecker
Superintendent of Schools
Caroline County

Mr. R. Edward Shilling
Superintendent of Schools
Carroll County

Mr. Jerry L. Kunkle
Superintendent of Schools
Cecil County

Mr. John H. Bloom
Superintendent of Schools
Charles County

Dr. William H. Potter
Superintendent of Schools
Dorchester County

Dr. Noel T. Farmer, Jr.
Superintendent of Schools
Frederick County

Dr. Jerome J. Ryscavage
Superintendent of Schools
Garrett County

Dr. Ray R. Keech
Superintendent of Schools
Harford County

Dr. Michael E. Hickey
Superintendent of Schools
Howard County

Mr. James J. Lupis, Jr.
Superintendent of Schools
Kent County

Dr. Harry Pitt
Superintendent of Schools
Montgomery County

Dr. John A. Murphy
Superintendent of Schools
Prince George's County

Mr. John E. Miller
Superintendent of Schools
Queen Anne's County

Dr. William R. Burroughs, Jr.
Superintendent of Schools
St. Mary's County

Dr. H. DeWayne Whittington
Superintendent of Schools
Somerset County

Dr. John P. Fink
Superintendent of Schools
Talbot County

Dr. Wayne F. Gersen
Superintendent of Schools
Washington County

Dr. Evelyn B. Holman
Superintendent of Schools
Wicomico County

Dr. Francis A. Ruffo
Superintendent of Schools
Worcester County

APPENDIX B

CONSULTANTS
FOR THE
MARYLAND SCHOOL PERFORMANCE PROGRAM

Dr. Kevin C. Castner
Mrs. Robin Clites
Mr. Calvin Disney
Ms. Janis Hagey
Mr. Gerald W. Johnson
Mr. George Kirby, III
Dr. Brian L. Lockard
Dr. Michael E. Hickey
Mrs. Sue Ann Tabler
Dr. Louise F. Waynant
Dr. H. DeWayne Whittington

APPENDIX C

LOCAL SCHOOL SYSTEM LEADERS FOR THE MARYLAND SCHOOL PERFORMANCE PROGRAM

Dr. Ernest W. Kaylor
Allegany County

Dr. Larry L. Lorton
Anne Arundel County

Dr. Norman J. Walsh
Baltimore City

Dr. Anthony G. Marchione
Dr. Bonnie S. Copeland
Baltimore County

Dr. Eugene A. Uhlan
Calvert County

Dr. David R. Jones
Caroline County

Dr. Brian L. Lockard
Carroll County

Dr. R. Wayne Carmean
Cecil County

Dr. Walter N. Davis
Charles County

Dr. Dorothy B. Nave
Dorchester County

Dr. Kevin C. Castner
Frederick County

Mr. Albert R. Ringer
Garrett County

Dr. Alden H. Halsey
Harford County

Dr. James McGowan
Dr. Joan Palmer
Howard County

Mr. Joseph E. Duell
Kent County

Dr. Richard L. Towers
Montgomery County

Dr. Jeff Schiller
Prince George's County

Mr. William A. Storage, Jr.
Queen Anne's County

Mr. John Ryan
St. Mary's County

Mr. Jack C. Morgan
Somerset County

Mr. F. Harold Schriver
Talbot County

Dr. Margaret C. Trader
Washington County

Mr. Randolph G. Outen
Mrs. Charlotte Hayman
Wicomico County

Dr. Terrance A. Greenwood
Worcester County

APPENDIX D

MARYLAND SCHOOL PERFORMANCE OFFICE

Richard M. Petre
Assistant Deputy State Superintendent

Staff:

Dennyse Drummond
Kathleen M. Lins
Kathleen Luchs
James J. McTighe
Jodellano J. Statom

Lois Martin
Consultant

Production:

Gayle Scott

APPENDIX E

GLOSSARY

1. **Accreditation Process**: Standards and procedures used to evaluate a school's or school system's performance.

2. **Assessed Need**: One that has been validated by systematic study.

3. **Assessment**: Systematic basis for making inferences about characteristics of people, usually based on various sources of evidence; the global process of synthesizing information about individuals in order to understand and describe them better.

4. **Criterion-Referenced Test**: Instrument designed to interpret student performance on well-defined outcomes according to specified standards.

5. **Management Information System**: Computerized system that collects and reports on-going results on each school data-based area.

6. **Identified Need**: One that has emerged from clients, legislation, resolution, and/or relevant literature.

7. **Maryland School Performance Program (MSPP)**: Unified effort that uses a systematic outcome-based approach to ensure that each student attends a school in which he or she is succeeding.

8. **Performance Assessment**: Procedure in which the teacher, or designated rater, judges and evaluates specific student actions or products based upon established criteria.

9. **Performance Report**: Annual report that informs varied publics of school, school system, and State performance based on established standards.

10. **School Data-Based Areas**: Information that should be tracked for each student and used when making decisions at the school, school system, or State levels.

11. **Standards**: Declared levels of performance for determining success on each student achievement outcome.

12. **State Comprehensive Plan**: Ten-component design to be used in the development, implementation, and assessment of the Maryland School Performance Program.

13. **Student Achievement Outcome**: Indicators of progress toward declared goals and objectives.

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